

Volusia County Schools

Read Pattillo Elementary School



2015-16 School Improvement Plan

Read Pattillo Elementary School

400 6TH ST, New Smyrna Beach, FL 32168

<http://myvolusiaschools.org/school/readpattillo/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	27%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	B	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Volusia County School Board on 11/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

"We are committed to creating an environment where the right of every student is to Dream...Reach...Grow...Become..."

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Registration, Meet the Teacher, and our open door policy are critical components in establishing and maintaining positive relationships between students and teachers on campus. Teachers work through coordinated "Getting to Know You" and "All About Me" activities in their classrooms.

Describe how the school creates an environment where students feel safe and respected before, during and after school

In order to create a safe, positive learning environment for all students, our school has implemented school-wide behavioral expectations. The teachers will be reviewing the following behaviors with the students during the first two weeks of school, as well as periodically throughout the year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Read-Pattillo's behavioral initiative, SHINES, reminds us of what we expect our students and staff to strive for throughout the year. Students may receive recognition at the end of each nine weeks if they have not received a referral to the office. End of the year activities will be provided for students who have zero referrals the entire year.

Show respect

Have a positive attitude

I will work hard

Newcomers welcome

Everyone cooperates

Safety

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies, no non-essential announcements and student misconduct being handled immediately and with minimal interruption to instruction.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Teachers monitor student behavior and study skills on the report card and through the PST process. The guidance counselor provides small group counseling for targeted students. Social skills programs are in place to build awareness and prevent bullying. Word of the week and bully boxes are utilized. Student services personnel work with administration on early warning systems and provide direct and indirect supports to identified students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The school regularly accesses the early warning system, which is a specialized report available to all schools. The indicators are as follows:

- * Unweighted GPA
- * Over age for grade
- * Office Discipline Referrals (at risk if 2 or more)
- * Attendance below 90% regardless of whether absence is excused or due to out-of-school suspensions
- * Year to date suspensions (at risk if 1 or more)
- * Number of prior retentions (at risk if 1 or more)
- * Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics

Students with 3 or more of the aforementioned indicators are identified in the EWS report.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	5	6	4	7	4	38
One or more suspensions	4	1	1	2	4	2	14
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	8	8

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The Early Warning System report is used to determine school-wide trends which impact the academic performance of students. As a result, indicators that are elevated become the focus of school-wide intervention efforts. These areas are addressed through school leadership meetings and during Professional Learning Communities in which group data are considered and evidence-based interventions are developed to address the areas of concern.

For indicators sensitive to behavioral issues, interventions are provided directly by the Student Services team and are aligned with the tenets of Positive Behavioral Supports.

Regular review of the EWS report enables the school team to determine if interventions are successful in addressing areas of concern. For students exhibiting difficulties beyond larger systemic issues being addressed by the school through the EWS, the student is referred to the school's Problem Solving Team (PST) and the parent is invited so that individual interventions can be developed and monitored.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186313>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by holding events such as:

Meet the Teacher

K-2 Learning Expectations Night

5th Grade Learning Expectations

Open House

*Energy In Energy Out Family/Community Health Fair

Nutrition Training- Shopping Trip

Winter Wonderland

Parents to Kids

Night of the Arts

Family Learning Night

Parents In Touch Videos

*new parent/community training

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
McKinney , Kim	Principal
Geiger, Tara	Assistant Principal
Smith, Cindy	Instructional Coach
Hemingway, Laura	Guidance Counselor
Anderson, Samantha	Instructional Media

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based MTSS Leadership Team identifies school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school improvement plan is data driven and focuses on areas of school- based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district’s four-step problem solving process, with Rtl as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school-based Leadership Team) are matched to the needs of the students/school. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources. Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation.

Programs supported by Title I at Read-Pattillo Elementary School include:

- Instructional Coach for the purpose of comprehensive staff development
- Supplemental funds for ongoing staff development as determined by the results of FSA data
- Supplemental tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Parent to Kids workshops to teach literacy skills to parents so they can help their children to become better readers

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichments that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

The school offers the following non-violence and anti-drug programs:

- Crisis Training Program
- DARE classes for all grades with intense focus at Grade 5
- Suicide Prevention Program
- Social Skills Program for all grade levels
- Character Words of the Week
- Bullying Prevention Program

Nutrition Programs

Read-Pattillo offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Health classes in conjunction with Physical Education
- Fitness Gram Testing

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families.

These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the

children transition to elementary school.

- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program sends records for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.

Job Training

Read-Pattillo Elementary School offers students' career awareness opportunities through guest speakers from business and industry.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Bonnie Brown	Parent
Cindy Crandall	Teacher
Erin Fitzpatrick-Trimarco	Parent
Catherine McLane	Parent
Lisa Russell	Education Support Employee
Christi Franz	Parent
Dale Franz	Business/Community
Tara Geiger	Principal
Kimberley McKinney	Principal
Liz McDuffie	Business/Community
Lynda Campbell-Nault	Parent
Sue Lueck	Teacher
Michelle Fuller	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In order to begin evaluating the effectiveness of last year's school improvement plan, our school leadership met to engage in Step Zero. Our school leadership team then shared results with the faculty, as well as the School Advisory Council, to receive input.

Development of this school improvement plan

At the initial meeting of the SAC on Sept. 14, 2015 for the 2015-16 school year the agenda included a review of the School Improvement Plan. The committee was asked for input at the meeting on potential goals and strategies. The committee also agreed to submit ideas to the Principal or SAC chair. Public Input on the plan was advertised for the annual Open House on Sept. 29. The SAC committee will meet again on October 5 for additional review and approval of the plan.

Preparation of the school's annual budget and plan

The school's annual budget and plan are shared for input and discussion at the first meeting of the SAC each year. Updates on the school's budget, spending and progress indicators are shared at monthly SAC meetings.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

At the beginning of September 2104, the SAC fund totaled \$6,261.86. SAC voted to approve many requests last year, such as white boards, earphones, book sets for One Book/One school, 5th grade book sets, and field trip funds for each grade level. This left the SAC budget at \$1935.70. The 2015/2016 school year received \$805. The beginning total for SAC 2015 - 2016 funds is \$2,740.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
McKinney , Kim	Principal
Geiger, Tara	Assistant Principal
Smith, Cindy	Instructional Coach
Anderson, Samantha	Instructional Media
Ely, Connie	Attendance/Social Work
Fraser, Cynthia	Psychologist
Hemingway, Laura	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The school-based LLT identifies school-based resources (both materials and personnel) to determine the continuum of academic and behavioral supports available to students at the individual school site. Academic and behavioral data are considered in order to determine priorities and functions of other existing teams (e.g., Problem Solving Teams, Behavior Leadership Teams, and Professional Learning

Communities). The Problem Solving process (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) is used as the way of work of all teams and not just for individual student concerns. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress. The school-based LLT meets regularly throughout the school year in order to address the academic and behavioral needs that develop throughout the year, as well as to monitor outcomes of supports and interventions.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning, Professional Learning Communities (PLCs), Book Study, Learning Walks and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers.

Common planning allows teachers to participate in weekly PLCs to regularly review formative assessment data, plan for and adjust their instruction accordingly. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Problem-Solving Team (PST). Through the PLC structure, teachers are encouraged and supported to work together on common goals with clear objectives. PLCs also allow teachers to regularly engage in a reflective dialogue to deepen shared language and understanding of instructional practices. The common planning and regular PLC infrastructure also ensure that teachers have the structure and time to provide feedback on assessments.

The use of an instructional coach to assist with teacher collaboration and professional development plays a significant part in designing instruction to meet student needs and encouraging the collaborative process. Instructional Reviews, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The leadership team (which includes an academic coach) meets weekly to talk about what trends are being seen in the classrooms. The coach works side by side with teachers to enhance instruction.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

New Teacher Programs (Individual PD, mentors, peer classroom visits, other site visits)
Leadership Opportunities
Professional Development
Professional Learning Community Activities
Participation in Job Fairs and district recruitment activities

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new/beginning teachers are paired with a district PAR teacher for formal mentoring/coaching support. Any second year teachers or new to the county teachers participate in the E3 program and are paired with a school mentor. In addition, school-based veteran teachers within each PLC provide mentoring as needed for any new/beginning teachers in that PLC.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Use of district provided curriculum maps assist in guiding and aligning instruction to the Florida Standards. Professional Learning Communities (PLCs) and coaching help ensure that instruction is aligned to Florida Standards, well-paced, engaging and rigorous.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Common planning allows teachers to participate in weekly PLCs to regularly review formative and summative assessment data and continuously adjust their instruction accordingly. Assessment data is used to identify groups of students to receive targeted instruction during an intervention period. Teachers, alongside the instructional coach, create targeted instruction lessons during PLCs. When necessary, PLCs make recommendations for students to be reviewed and assisted by the school's Early Warning System (EWS) team or Problem-Solving Team (PST). The use of Instructional Reviews and the instructional coach to assist with teacher professional development plays a significant part in designing instruction to meet student needs. Instructional Review, combined with administrative walk-throughs, provide leadership with data to identify areas in which additional follow-up coaching is needed. The Leadership Team meets weekly to talk about what trends are being seen in the classrooms. The instructional coach works side by side with teachers to enhance instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

STAR tutoring for identified students (3rd grade repeaters, FSA level 1 students in grades 4 and 5) in either reading or math.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Stoddard, Donna, dmstodda@volusia.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Individual pretests and post-tests are administered. Formative assessments are given during the tutoring sessions.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK Sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.
- Collaborating and participating in joint professional development, including transition-related training

for school staff and pre-school staff when feasible.

- Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.
- Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If teachers engage students in rigorous classroom discussions through various higher order questioning techniques, then student achievement will increase in ELA and Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers engage students in rigorous classroom discussions through various higher order questioning techniques, then student achievement will increase in ELA and Math. 1a

G068841

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	70.0
Math Achievement District Assessment	70.0

Resources Available to Support the Goal 2

- 1. Training on effective questioning/discussion
- 2. Book studies
- 3. Videos/teaching channel/ youtube/safari montage
- 4. Learning Walks
- 5. Thinking Maps
- 6. Question Stems (school wide?)
- 7. Leadership Teams/Academic Coach/District Staff
- 8. PLC/Vertical Teams
- 9. Assessment/ Eduphoria/Data
- 10. CPalms
- 11. TPT/Pinterest
- 12. Collaboration Teaming
- 13. Title I Funds
- 14. Technology/iPads
- 15. Speaking and Listening ELA FL Standards
- 16. FLDOE Test Generator
- 17. VLT
- 18. Common planning time
- 19. Professional Development
- 20: Personnel: Administration, Academic Coach, District Specialists, ESE Teachers

Targeted Barriers to Achieving the Goal 3

- Lack of training
- Instructional level of students
- Continuity/consistency/common language

Plan to Monitor Progress Toward G1. 8

VLT's will be collected and monitored to determine progress.

Person Responsible

Cindy Smith

Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

VLT's, minutes of PLC and team meetings, and DPP reflections will be used to determine if progress is made toward increasing student achievement through rigorous classroom discussions and questioning.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If teachers engage students in rigorous classroom discussions through various higher order questioning techniques, then student achievement will increase in ELA and Math. **1**

 G068841

G1.B1 Lack of training **2**

 B178951

G1.B1.S1 Teachers will participate in professional development opportunities such as Inquiry by Dr. Chew, Kagan book study, Number Talks, and district trainings. **4**

 S190309

Strategy Rationale

Teachers will utilize new strategies to help students gain conceptual understanding of ELA and math practices.

Action Step 1 **5**

Teachers will participate in professional development opportunities to increase understanding in questioning and discussion techniques

Person Responsible

Kim McKinney

Schedule

Annually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Sign in sheets and professional development points

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Professional development, sign in sheets, DPP, observations of skills learned.

Person Responsible

Kim McKinney

Schedule

Annually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Professional development, sign in sheets, DPP, observations of skills learned.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Professional development, sign in sheets, DPP, observations of skills learned.

Person Responsible

Kim McKinney

Schedule

Annually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Professional development, sign in sheets, DPP, observations of skills learned, and increase of student achievement.

G1.B3 Instructional level of students **2**

 B178953

G1.B3.S1 Teachers will target students close to reaching the next proficiency level for tutoring. **4**

 S190310

Strategy Rationale

57% of students met proficiency on VLT 4

Action Step 1 **5**

Tutoring will be provided for students who need assistance in ELA.

Person Responsible

Donna Stoddard

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Monitor program reports for increase in % making progress.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Teachers will track attendance and progress of students.

Person Responsible

Donna Stoddard

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Attendance and progress monitoring of ELA data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

VLT scores will be monitored

Person Responsible

Cindy Smith


Schedule

Quarterly, from 9/8/2015 to 6/3/2016

Evidence of Completion

VLT scores will be collected as evidence.

G1.B3.S2 Teachers will utilize software programs to differentiate instruction and enhance academic conversation. 4

 S190311

Strategy Rationale

57% of students met proficiency on VLT 4

Action Step 1 5

Purchase site license for BrainPop and Moby Max.

Person Responsible

Kim McKinney

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Teachers will monitor program reports for percentage of students making progress.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teachers will use progress reports from the technology programs being used.

Person Responsible

Cindy Smith

Schedule

Annually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Progress monitoring reports on student usage and proficiency will be used.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teachers will use progress reports from the technology programs being used.

Person Responsible

Cindy Smith

Schedule

Annually, from 9/8/2015 to 6/3/2016

Evidence of Completion

Progress monitoring reports on student usage and proficiency will be used.

G1.B8 Continuity/consistency/common language **2**

 B178958

G1.B8.S1 Teachers will participate in grade level collaboration to better understand standards and design instruction based on questioning and discussion techniques. **4**

 S190312

Strategy Rationale

Teachers will collaborate during PLC time and semester team level days, to generate materials, share strategies, identify questioning and discussion techniques that need to be modeled and practiced to more effectively implement the Florida Standards in all subject areas.

Action Step 1 **5**

Teachers will collaborate to plan differentiated instructional activities for implementation of Florida Standards.

Person Responsible

Cindy Smith

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

PLC and team meeting agenda and minutes.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 **6**

Teachers will meet weekly to discuss quality questioning and discussion techniques in ELA and other subjects.

Person Responsible

Cindy Smith

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Agenda and minutes will be collected in order to monitor fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

Administration ,Academic coach, and District Liason will visit classrooms and conduct walk throughs to monitor implementation.

Person Responsible

Kim McKinney

Schedule

Weekly, from 9/8/2015 to 6/3/2016

Evidence of Completion

Walkthroughs and learning walks will be used to monitor effectiveness.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in professional development opportunities to increase understanding in questioning and discussion techniques	McKinney , Kim	9/8/2015	Sign in sheets and professional development points	6/3/2016 annually
G1.B3.S1.A1	Tutoring will be provided for students who need assistance in ELA.	Stoddard, Donna	9/8/2015	Monitor program reports for increase in % making progress.	6/3/2016 weekly
G1.B3.S2.A1	Purchase site license for BrainPop and Moby Max.	McKinney , Kim	9/8/2015	Teachers will monitor program reports for percentage of students making progress.	6/3/2016 weekly
G1.B8.S1.A1	Teachers will collaborate to plan differentiated instructional activities for implementation of Florida Standards.	Smith, Cindy	9/8/2015	PLC and team meeting agenda and minutes.	6/3/2016 weekly
G1.MA1	VLT's will be collected and monitored to determine progress.	Smith, Cindy	9/8/2015	VLT's, minutes of PLC and team meetings, and DPP reflections will be used to determine if progress is made toward increasing student achievement through rigorous classroom discussions and questioning.	6/3/2016 quarterly
G1.B1.S1.MA1	Professional development, sign in sheets, DPP, observations of skills learned.	McKinney , Kim	9/8/2015	Professional development, sign in sheets, DPP, observations of skills learned, and increase of student achievement.	6/3/2016 annually
G1.B1.S1.MA1	Professional development, sign in sheets, DPP, observations of skills learned.	McKinney , Kim	9/8/2015	Professional development, sign in sheets, DPP, observations of skills learned.	6/3/2016 annually
G1.B3.S1.MA1	VLT scores will be monitored	Smith, Cindy	9/8/2015	VLT scores will be collected as evidence.	6/3/2016 quarterly
G1.B3.S1.MA1	Teachers will track attendance and progress of students.	Stoddard, Donna	9/8/2015	Attendance and progress monitoring of ELA data.	6/3/2016 weekly
G1.B8.S1.MA1	Administration ,Academic coach, and District Liason will visit classrooms and conduct walk throughs to monitor implementation.	McKinney , Kim	9/8/2015	Walkthroughs and learning walks will be used to monitor effectiveness.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B8.S1.MA1	Teachers will meet weekly to discuss quality questioning and discussion techniques in ELA and other subjects.	Smith, Cindy	9/8/2015	Agenda and minutes will be collected in order to monitor fidelity.	6/3/2016 weekly
G1.B3.S2.MA1	Teachers will use progress reports from the technology programs being used.	Smith, Cindy	9/8/2015	Progress monitoring reports on student usage and proficiency will be used.	6/3/2016 annually
G1.B3.S2.MA1	Teachers will use progress reports from the technology programs being used.	Smith, Cindy	9/8/2015	Progress monitoring reports on student usage and proficiency will be used.	6/3/2016 annually

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers engage students in rigorous classroom discussions through various higher order questioning techniques, then student achievement will increase in ELA and Math.

G1.B1 Lack of training

G1.B1.S1 Teachers will participate in professional development opportunities such as Inquiry by Dr. Chew, Kagan book study, Number Talks, and district trainings.

PD Opportunity 1

Teachers will participate in professional development opportunities to increase understanding in questioning and discussion techniques

Facilitator

Various

Participants

Teachers

Schedule

Annually, from 9/8/2015 to 6/3/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will participate in professional development opportunities to increase understanding in questioning and discussion techniques				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5037 - Read Pattillo Elementary Schl	Other		\$0.00
<i>Notes: Ready Reading and Writing</i>						
			5037 - Read Pattillo Elementary Schl	Title I Part A		\$1,800.00
<i>Notes: Inquiry with Dr. Chew - Sept. 21</i>						
2	G1.B3.S1.A1	Tutoring will be provided for students who need assistance in ELA.				\$990.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5037 - Read Pattillo Elementary Schl	Title I Part A		\$990.00
<i>Notes: Tutoring - second semester</i>						
3	G1.B3.S2.A1	Purchase site license for BrainPop and Moby Max.				\$2,794.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5037 - Read Pattillo Elementary Schl	Title I Part A		\$2,794.00
<i>Notes: BrainPop and Moby Max software licenses</i>						
4	G1.B8.S1.A1	Teachers will collaborate to plan differentiated instructional activities for implementation of Florida Standards.				\$7,173.85
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			5037 - Read Pattillo Elementary Schl	Title I Part A		\$4,882.00
<i>Notes: Substitutes for team planning - once per semester</i>						
			5037 - Read Pattillo Elementary Schl	Title I Part A		\$2,291.85
<i>Notes: Provide instructional materials and supplies to support questioning and discussion in the classroom.</i>						
Total:						\$12,757.85